DOCUMENT RESUME

ED 291 685 SP 029 852

AUTHOR Malone, Marguerite G.
TITLE Preparing Non-School Educators: An Innovative College of Education's Experience.
PUB DATE 86
NOTE 11p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 21-26, 1986).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Course Content; *Education Majors; Higher Education; *Nontraditional Education; *Program Design; *Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS Memphis State University TN

ABSTRACT

A description is given of the major in Educational Services at Memphis State University (Tennessee) that is an interdisciplinary program designed to prepare undergraduate students to function as educators in non-school settings. The program includes: (1) general education, (2) professional education, configured in a tri-level core of courses; (3) supportive collateral studies that are interdisciplinary and individually designed; and (4) appropriate selectives. It also includes a major advisor and an individual program planning committee. Additionally, field experiences, a comprehensive internship, and continuing involvement and collaboration with local training organizations form an intergral part of the program. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED291685

PREPARING NON-SCHOOL EDUCATORS:

AN INNOVATIVE COLLEGE OF EDUCATION'S EXPERIENCE

Marguerite G. Malone, Ed. D.
Coordinator, Educational Services Program
College of Education
Memphis State University

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M G Malone

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SP 019 852

Association of Teacher Educators
Annual Meeting, 1986
Atlanta, Georgia

BEST COPY AVAILABLE

PREPARING NON-SCHOOL EDUCATORS:

AN INNOVATIVE COLLEGE OF EDUCATION'S EXPERIENCE

Significant and far reaching changes of all kinds have created a learning society in which demands for educational services are increasing at an unprecedented rate and which have produced a more comprehensive view of education. Learning has become more and more an integral part of job effectiveness, mobility, and everyday living; therefore, the practice of teaching, formerly associated with an "in-school" function, is now practiced in a wide variety of settings in our society.

The market for these kinds of educational services has been well documented nationally. The settings in which educational services are provided include hospitals, recreation agencies, nursing homes, libraries, health care agencies, correctional institutions, museums, community centers, government agencies, the military, churches, and business and industry.

In order to meet the demand for educators in non-school settings, a unique major is in its third year of operation in the College of Education at Memphis State University. It is entitled "Educational Services" and leads to a Bachelor of Science in Education degree.

The major in Educational Services is an interdisciplinary program designed to prepare undergraduate students to function as educators in non-school settings. Students have the opportunity to pursue an individually designed program of supportive collateral studies directed toward a professional practice setting which relates to personal interests and career goals.

The program design includes the following: general education; professional education, configured in a tri-level core of courses; supportive collateral studies which are interdisciplinary and individually

designed; and appppropriate selectives. It also includes a major advisor and an individual program planning committee. Additionally, field experiences, a comprehensive internship, and continuing involvement and collaboration with local training organizations form an integral part of the program design.

In its third year of existence, the Educational Services major at Memphis State has expanded each year and has far exceeded the expectations listed in the Program Proposal. Further, it is accepted as a viable program option for undergraduates and has gained considerable attention of potential graduate students, many of whom eventually enroll in the graduate programs that offer similar kinds of program emphasis.

DEVELOPMENT OF THE MAJOR

In arriving at the design and configuration of the new major, Educational Services, the entire mission of the College of Education was put under a microscope and scrutinized by faculty and administrators alike over a three year period. Generated by this effort, two beliefs and commitments emerged and are reflected in the program design that may have far reaching implications for all schools, colleges, and departments of education (SCDEs) who are also interested in extending their mission to serving non-school educators.

First is the belief that there are competencies generic to the "educator" role which transcend the professional practice setting. Second is the belief that there are additional competencies generic to the educational services professionals which are different from those needed by the traditional K-12 teachers. These beliefs led to the commitments of designing a major which would truly meet the needs of the educational

services professional and redesigning the teacher education program in order to move toward a competency-based curriculum in the entire College. Beginning in the fall of 1981, the development of the program designs for both teacher education and educational services was given high priority. An Advisory Committee comprised of community representatives and College personnel was formed for the purpose of cooperative development of the Educational Services program. These community representatives were from a variety of settings which were already involved in addressing education needs. These settings included business and industry, health care, community and governmental agencies, (including the military), gerontology services, and relgious education. All the consultants had responsibility for the training aspects of their professional practice settings.

The College participants were faculty members with an already established level of expertise, experience and interest in meeting the needs of educational professionals in training settings. While no effort was made to appoint members as departmental representatives, this group, called the Educational Services Task Force, was truly interdepartmental in nature. The Educational Services Task Force assumed a primary responsibility for program design and development of the program within the College. The Task Force also served as the link between the Advisory Committee and the College Curriculum Committee which had broader responsibilities for program approval within the College.

Committees were formed, mostly on a volunteer basis, to develop components of the program. Changing, evolving, and dynamic might describe the ongoing process which occurred between the early fall of 1981, when the program proposals were presented to the faculty, and the fall of 1982, when the University approved the Educational Services Major. Both new programs

(Teacher Education and Educational Services) were implemented in the Fall of 1983.

PROGRAM DESIGN

The objectives of the Educational Service major are: (1) to serve the educational needs of a newly identified and diverse clientele of educators; (2) to ensure that each student will acquire a knowledge base and entry level competence in a variety of areas deemed essential for an educational services professional; (3) to prepare students for careers in a variety of educational programs found outside formal school settings; (4) to prepare educational services professionals for the specialized needs of an urban setting; (5) to meet changing societal needs for educators; and (6) to increase linkage between the College of Education and community agencies in which the student's competencies and expertise can be fully utilized.

Curriculum

I. General Education Curriculum - (46-48 semester hours)

This consists of course work in the humanities, natural and social sciences, communications, and health and physical education.

II. Professional Education Curriculum - (34 semester hours)

A. Professional Studies Core - Level I - (12 s.h.)

The Level I Core is generic and required of all students majoring in the College of Education.

These courses are:

Human Development and Learning Theory

Clinical Experience I (Field Experiences)

Principles of Teaching

Clinical Experience II (Micro-teaching Lab)

Assessment and Evaluation

Interpersonal Skills for Educators

B. Professional Studies Core - Level II - (15 s.h.)

Level II courses are exclusively for Educational Services majors (but a similar Level II Professional Studies Core has been developed for the Teacher Certification majors), and includes courses in:

The Adult Learner

Applications of Instructional Media

Job and Task Analysis

Instructional Design and Curriculum Development in Training Settings

Organization and Management of Training Programs

Educational Foundations for Trainers

C. Professional Practice Specialization - Level III - (7 s.h.)

This level consists of a seminar and a six semester hour (minimum) internship. The internship may encompass up to twelve semester hours.

III. Supportive Collateral Studies - (36 semester hours)

This portion of the program is one which represents the professional practice setting. It is designed to enable students to acquire knowledge and develop awareness and perspectives which will enable them to function effectively in work settings consistent with their career plans. Typically interdisciplinary in nature, these courses will be individually planned for each student. A six semester hour management core is required within this 36 hour block.

IV. Selectives - (8-16 semester hours)

These selectives should support student needs and/or career goals.

Program Planning Committee

A Program Planning Committee consisting of three members will assist the student in designing a program of studies. This committee will include two members of the College of Education and one member from outside the College who represents the type of professional practice setting in which the student is planning to work. This third member may be University based or community based. The Chairman of the Program Planning Committee is the student's Major Advisor and serves in a mentor role throughout the student's participation in the program. The major advisor also assumes a major role in the Internship experience of the student.

Typically, the student is assigned to a major advisor soon after entering the Educational Services Program. The selection of the major advisor is based upon the area of expertise of the major advisor and the intended work setting and interests of the student. The major advisor assists in the selection of the second College of Education member of the Program Planning Committee and in planning the program of studies, in addition to the regular functions of serving as an advisor.

The third member of the committee is selected closer to the time of the internship in the student's program, and in fact, is often the internship site supervisor. The major advisor is expected to serve as the University supervisor of the student's internship.

Administrative Structure

The Educational Services Program is a college-wide program and as such does not come under a specific department in the College. An Educational Services Program Coordinator serves as chief administrator of the program, reporting through the Associate Dean for Programs to the Dean of the College.

The Program Coordinator serves as the Chairman of the Educational Services Program Faculty Council, which consists of nine faculty members in addition to the Coordinator. The Council is responsible for establishing and monitoring policies and procedures and instituting periodic evaluation of the program.

An Advisory Council, consisting of nine members of the local community who are employers of educational services professionals and who provide internship experiences, serves as the liaison between the College and the community in order to keep the program current and relevant to the needs of the training community. The Program Coordinator serves as the Chairman of the Advisory Council, and all members of the Educational Services Faculty Council also attend meetings.

Strengths of the Design

There are several features of the design worthy of additional mention. They are summarized briefly below:

* The importance of an interdisciplinary approach is a constant requirement listed in the literature dealing with the needs of non-school educators. Both the Supportive Collateral Studies and the composition of the Program Planning Committee address this factor.

* Acknowledgement of the need for the educator to be familiar with management principles and applications is included. Six semester hours of management courses are required within the Supportive Collateral Studies component. This requirement demonstrates an understanding of the environments in which the non-school educator works, and the recognition that program managment is a significant part of the responsiblity of this educational services professional.

* Credit-by-exam options and experiential learning credit are allowable toward the degree where appropriate. This feature is in response to the evidence which suggests that a number of students choosing this major will have acquired prior and varied learnings which are appropriate to their program of studies.

* The emphasis on the internship experience meshes with current experience and thinking.

* The content areas covered in the Professional Education components, Levels I and II, are congruent with the composite of areas covered in current literature on training and the experiences of those institutions who have been programming in this area. The following areas of content are suggested as some of the most important in the role performance of educational services professionals:

Human relations/interpersonal skills/group dynamics

Human growth/development/learning theory

Planning and delivering educational programs

Instructional strategies/design/resources

Needs assessment and evaluation

Organizing and managing educational programs

Relationships among cultures of education, systems and community

This listing may be useful to analyze existing resources in SCDEs where there is interest in moving into the Educational Services arena. It is readily apparent that these areas of knowledge and skill are ones in which many colleges of education faculty are well prepared.

CONCLUSION

The development and inclusion of programs for the preparation of educational service professionals, trainers in business and industry and other professional practice settings is an emerging mission for SCDEs. The College of Education at Memphis State University acted decisively and comprehensively to address this expanded mission concept.

Understanding early on that no "band aid" approach would suffice, the program has been built from the ground up. It encompasses the best design elements which appeared both from the literature and from the advice of the training community. These elements still seem to be strong three years after the inception of the program.

It is possible that this design may well become the model for the development of new programs by SCDEs to meet the growing need for preparing trainers for business and industry and the other professional practice settings. SCDEs are the most logical place to prepare educational services professionals, and now is an appropriate time to be moving in that direction.